DOCUMENT RESUME

ED 321 959 RC 017 692

AUTHOR Dibski, Dennis J.; And Others
TITLE Integration of Theory and Practice in Rural Schools through a Provincial Leadership Unit.
PUB DATE Apr 90
NOTE 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April, 1990).
PUB TYPE Reports - Research/Technical (143) -- Information Analyses (070)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Educational Administration; Educational Planning; Elementary Secondary Education; Foreign Countries; *Leadership; Rural Areas; *Rural Schools; School Effectiveness
IDENTIFIERS *Educational Leadership; *Saskatchewan

ABSTRACT

During the 1980s in the province of Saskatchewan there have been many initiatives from government, trustee and teacher organizations, universities, and school systems to respond to dramatic changes in rural school communities. Between 1979 and 1987 rural schools experienced a decline in student enrollment of 12%. To deal with the changing profiles of the province's rural schools, the Saskatchewan Educational Leadership Unit (SELU) was established in 1986. Its commitment to excellence in educational leadership was based on the belief that the quality of administration, teaching, and learning can be enhanced through communication, coordination, cooperation, and consultation. Its objectives are to: (1) promote educational leadership through design and implementation of professional development programs and activities; (2) conduct research and administrative studies on educational leadership and matters affecting educational leadership; (3) provide a forum in which significant educational and administrative issues can be addressed; (4) provide a communication link among the various provincial and local educational organizations involved in leadership development; and (5) provide consultative services to school boards and educational leaders interested in enhancing their leadership development and education programs. The SELU supports strategic planning, with emphasis upon both external and internal analysis and leadership. By providing support to rural school jurisdictions, SELU expects that both lay and professional leaders will gain understanding of their context, will formulate views of alternative futures, and will proceed to provide quality education for rural students. A profile of the Last Mountain School Division Planning Study is included. Thirty-three works are cited. (ALL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321959

INTEGRATION OF THEORY AND PRACTICE IN RURAL SCHOOLS THROUGH A PROVINCIAL LEADERSHIP UNIT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Dennis J. Dibski

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Dennis J. Dibski
Earle E.Newton
Larry E. Sackney

University of Saskatchewan
Saskatoon, Saskatchewan
CANADA, S7N 0W0

EC017692

A paper presented at the Annual Meeting of the American Educational Research Association, Boston, April, 1990.

BEST COPY AVAILABLE

INTEGRATION OF THEORY AND PRACTICE IN RURAL SCHOOLS
THROUGH A PROVINCIAL LEADERSHIP UNIT

During the past decade in the province of Saskatchewan there have been many initiatives from government, trustee and teacher organizations, universities, and school systems to respond to dramatic changes in rural school communities. The province is known for a cooperative approach to challenges in education and the writers have been involved in many of these activities. The purpose of this paper is to utilize related literature and research as a framework for the description and the analysis of projects undertaken. Attention is first given to the provincial context and then to an outline of the development and operation of the Saskatchewan Educational Leadership Unit. A sample of related literature is presented before a review of one planning study is offered as an example of work that is being done. The final section of the paper is a discussion of findings in relation to the literature.

The Saskatchewan Context

Saskatchewan, compared to neighbouring prairie provinces, is still a rural society. Although farm mechanization, improved roads, depressed grain prices and drought have tended to draw people away from the farms to the cities, for Saskatchewan the essence of rural life remains. Approximately one-half of the population lives outside of the cities.

At the same time, education has played an important part in rural life. The school and community have traditionally been closely linked in rural life (Archer, 1980, p.349). The school belongs to the community and is

BEST COPY AVAILABLE

responsible to it. These traditional values of rural life have remained relatively constant even at present.

Yet a rural-urban shift has, and is, presently taking place. During the 1970's and the latter part of the 1980's a significant depopulation occurred. Because of various economic and demographic factors (such as declining farm prices and dropping birth rates), rural schools have experienced considerable population losses. In 1979, for example, there were more than 101,000 students in rural schools and by 1987 these numbers had declined to fewer than 88,500 students or a drop in excess of 12% in eight years (Saskatchewan Education, 1981, pp.4-7).

A 1981 study projected that more than two-thirds of the rural schools would have fewer than 20 students per grade by 1987. This same study estimated that in excess of 10% of these schools would also have fewer than 10 students per grade. Some tentative data (Zolkavich, 1988) would suggest that these enrolment declines have exceeded the original estimates.

The 1988 Annual Report of The Department of Education indicated that only nine out of sixty rural school divisions had more than 2,000 pupils. The smallest rural school division had 646 pupils and 44 teachers.

Planning Studies

It was within this context that the Department of Educational Administration undertook a number of planning studies of rural school divisions in the early 1980's. Following the publication of a discussion paper entitled "Rural Education: Options for the 80's", the Department of Education made available funding assistance to small rural school divisions

to pursue such planning studies.

Many of these initial studies, such as the one for the Sturgis School Division (Saskatchewan Education, 1983), dealt with various aspects such as:

1. Enrolment projections, classroom and teacher needs,
2. Financial analysis on the basis of enrolment projections.
3. Program and program delivery.
4. Staffing analysis and planning elements.
5. School and community relations.

These planning studies attempted to rationalize school, classroom, staff and program needs. Recommendations were made with regard to school closure and centralization. Generally alternative strategies were outlined.

The Formation of the Saskatchewan Educational Leadership Unit

It was against this background that the genesis of the Saskatchewan Educational Leadership Unit (SELU) was born. The idea of a leadership centre had permeated the thinking of the Department of Educational Administration at the University of Saskatchewan since the mid 1970's. The concept came to fruition in part as a result of the 1984 Directions Report by the Minister's Advisory Committee on Curriculum and Instruction Review. Recommendation #14 of that report made explicit the need for effective leadership in the province. The Directions Coordinating Council (DCC) which was given the task of implementing the recommendation of the Directors Report requested a proposal from the university for a Leadership Centre. On November, 1985, a

proposal was submitted to the DDC and was subsequently approved at its fall meeting.

The SELU was proposed with an initial life of three to five years beginning officially on January 1, 1986. Funding for the Unit was to come from a number of sources:

1. The Department of Education would provide a basic operating grant of three to five years duration after which time the Unit was expected to be self-supporting.

2. The University of Saskatchewan would provide space, maintenance, some equipment, and half-time release for the Director of the Unit.

3. The other agencies (eg., School Divisions) would provide financial assistance on a project-by-project basis.

4. The participants or their sponsoring agencies would be charged recovery costs for those elements of the units activities that they utilized.

SELU'S mission is a commitment to excellence in educational leadership, based on the belief that through communication, coordination, cooperation and consultation, the quality of administration, teaching and learning can be enhanced. Its objectives are to:

1. Promote educational leadership through the design and implementation of professional development programs and activities.

2. Conduct research and administrative studies on educational leadership and matters affecting educational leadership in the Province of Saskatchewan.

3. Provide a forum in which significant educational and administrative issues would be addressed.

4. Provide a communication link among the various provincial and local educational organizations involved in leadership development.

5. Provide consultative services to school boards and educational leaders interested in enhancing their leadership development and education programs (Sackney, 1989, p.7).

The Director reports to a Management Advisory Board representing various provincial educational agencies. As well, the Director must present an annual report to the Provincial Policy Coordinating Council (PPCC), which in turn, reports to the Minister of Education.

SELU has attempted to respond to changing circumstances and needs throughout the province through various activities and projects. These include:

1. Leadership for school effectiveness through planning studies, audits, and consultations.

2. Saturday and special events workshops on various themes derived from needs assessments.

3. Forums based around particular issues.

4. Research and development sponsored by the Unit and by school divisions.

5. Administrative leadership development projects delivered in various formats in many locations.

Much of the work of the Unit is geared around small rural school divisions that lack the wherewithal to undertake such activities. The planning models that were developed in the 1980's have been modified and elaborated to meet the needs of the 1990's. An example of a rural planning

study and some salient findings are presented in a later section of this paper.

Related Literature

A hallmark of Saskatchewan education has been the emphasis on futures and choices. As a basis for planning the futures, in 1981 the writers and colleagues prepared a planning guide for school trustees which advocated scenario construction as one method for such planning, (see for example, Henchey, 1988). The Leadership Unit, since its formation has continued this tradition.

Recent work of the Leadership Unit is considered to be part of a strategic planning process as described by Patterson, Purkey and Parker (1986). The three major components of strategic planning, as envisioned by these authors, are shown in Figure 1. A sample of the literature pertaining to each component is reported in the paragraphs which follow.

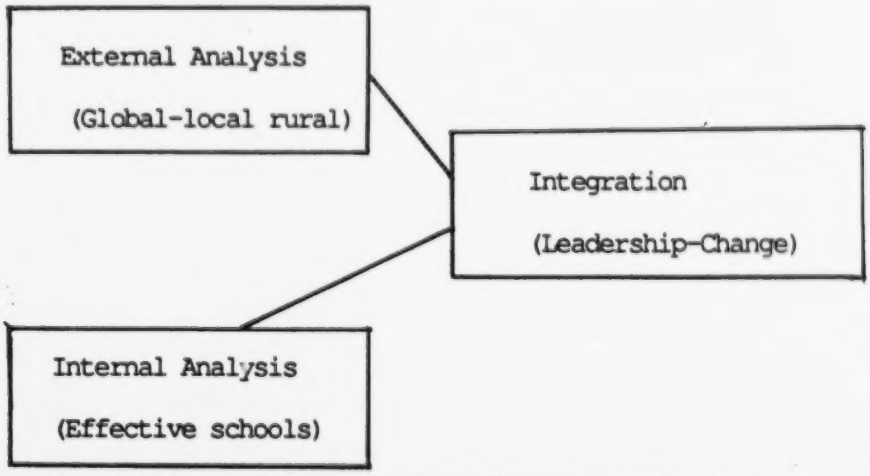

Figure 1. Strategic Planning. (Adapted from Patterson, Purkey, & Parker, 1986).

An appreciation of changing global conditions and of the rural context is basic to the study reported in this paper. With products such as wheat, uranium, oil and potash, Saskatchewan is greatly affected by fluctuations in international trade. Despite this vulnerability, the writers were aware of the views of Baldridge and Burnham (1975), and Boyd and Immegart (1977) who stated that the political conservatism and cultural homogeneity of many rural areas support stability not change. On the other hand, Tichy (1980) observed that all organizations have ongoing technical, political and cultural dilemmas which trigger change processes. The literature suggests that, although there may be many global and organizational factors to provide impetus for change in rural areas, it is very difficult to bring about effective change because of the impact of cultural and political variables. Whetton (1981) emphasizes that schools are increasingly open to political influence. Crandall, Eiseman and Louis (1986) are sceptical about a school's capacity for change saying that "they operate in a context of confused priorities, buffeted by political forces and community crosscurrents" (p. 21).

Internal analyses have been based upon the belief that survey feedback from various perspectives provides the base line data necessary for planning. Review of studies in school effectiveness (for example Edmonds, 1982; Mortimer & Sammons, 1987; Purkey & Smith, 1983) led to the development of a school effectiveness model by Sackney and Wilson (1987). Features of the model, including vision, goals, instructional leadership, high expectations, emphasis on instruction, monitoring, community relations, and climate are the basis for the construction of questionnaires and interview guides used in

studying rural schools.

The integration of external and internal analyses brings literature related to change processes and leadership to the fore. Just as Tichy (1980) has categorized technical, political and cultural dilemmas as providing impetus for change, House (1981), Corbett and Rossman (1989), and Fullan (1982) have used the same labels to describe factors that affect change as it moves through phases of adoption, implementation and institutionalization. The challenge for leaders is to identify factors affecting the situation at any particular time and to orchestrate their impact to bring about the desired results. An examination of changes following a planning study by Newton (1987) indicated that developing a broader perspective beyond local schools, incentives for change, a balance of pressure and support, and strong, continuous leadership were particularly important variables.

Many writers have contributed ideas to leadership development seminars conducted by the Unit. Blanchard, Zigarmi, & Zigarmi (1987) provide a useful reminder of unique features of rural situations; Sergiovanni's, (1984) hierarchy of leadership forces relates to effective schools literature and to an emphasis on excellence; Greenfield (1987), by highlighting moral imagination (seeing how things could be better), challenges rural administrators not to get into a rut; Bennis and Nanus (1985) provide inspiration by stressing attention through vision, meaning through communication, trust through positioning and carefully considered deployment of self; Hallinger, Beckman and Davis (1989) present a useful model for rural contexts by viewing instructional leadership as both a dependent and an independent variable; and Ogawa and Bossert (1989), by considering leadership

as a quality of organizations, offer hope for rural schools to be less vulnerable to changes in personnel.

In summary, the work of the Leadership Unit is in support of strategic planning with emphasis upon both external and internal analysis, and leadership. The general approach is critical as described by Carr and Kemmis (1986):

> A critical social science will provide the kind of self-reflective understanding that will permit individuals to explain why the conditions under which they operate are frustrating and will suggest the sort of action that is required if the sources of these frustrations are to be eliminated. (p. 136)

By providing support to rural school jurisdictions, it is hoped that both professional and lay leaders will gain in understanding of their context, will formulate views of alternative futures, and will proceed to provide quality education for rural students.

Last Mountain School Division Planning Study

The Last Mountain School Division planning study (Dibski, Newton, & Sackney, 1988) is typical of a cadre of ten planning studies that SELU has conducted over the past ten years for rural school jurisdictions in Saskatchewan. The study illustrates the approach of Patterson, Purkey and Parker (1986) shown in Figure 1 of scanning the external environment, analyzing internal factors, and integrating the findings by means of leadership and change.

The Last Mountain School Division, located in the centre of the province, is one of 60 larger rural school systems in Saskatchewan. It is governed by an elected seven-member board of education and administered by a central

office staff consisting of a director of education, an assistant director, a secretary-treasurer, and several clerical and business personnel. In addition to the board of education, the electors in each of the seven school attendance areas elect local boards of trustees which provide a communications link between each community and the board of education. Although the local boards have advisory powers only, the board of education may delegate certain managerial functions to them. In the fiscal year, 1987, the board of education expended a budget of $6.9 million to operate ten schools in seven communities, enroling 1554 students, and employing 101.6 teachers. One of the important demographic characteristics of the Last Mountain School Division is that it contains three Indian reserves which send students to divisional schools. Constitutionally, the Indian students are the educational responsibility of the government of Canada, but in this case, federal officials contract with the Last Mountain School Division to buy educational services for the native students.

The methodology used in SELU planning studies is a two phase process. The first phase consists of orientation visits to the school system for the purposes of defining the research problem and identifying sources of data. The second phase consists of data gathering and analysis, and culminates in a report of findings and recommendations to the board of education and its administrative staff.

Phase one in the Last Mountain study led to an investigation of the following matters.

1. School board operations
2. Role performances of the director and assistant director

3. Parent, teacher and student views of schools and their program
4. Provisions for special education
5. The fate of small schools
6. Educational integration of the white and native communities

The study team, which consisted of three members and two sub-contracted special education consultants, gathered most of the data by means of questionnaires completed by school board members, teachers, parents, and Grade 7-12 students. Qualitative data were gathered by on-site visits and interviews with the director, assistant director, principals, teaching staffs, local boards of trustees, band council members of the three Indian reserves, and a cross-section of Grade 7-12 students in three schools. School board documents such as budgets, operational reports, policy manual, and task group reports were also used as sources where applicable. The availability of information from the varied sources, and the use of quantitative and qualitative methods in tandem facilitated triangulation for validating the findings, (Reichardt & Cook, 1979).

Using the Patterson, Purkey, and Parker (1986) framework, the study team was able to identify an array of both external and internal factors which were having, or which would have, a significant influence upon the operations of the Last Mountain School Division as it entered the 1990's decade. At least five external factors appeared to be of major importance:

1. The province of Saskatchewan was moving towards major curriculum reform. When the reform is completely implemented, schools will be required to teach a core curriculum consisting of a given number of study areas. Interwoven throughout all areas of study will be a set of common

essential learnings consisting of understandings, values, skills and processes which are considered to be the foundation for all school subjects (Saskatchewan Education, 1988). The curriculum reform features as well an adaptive component in the required subjects, and timetable room for locally-developed course options. The purpose of both features is to enable schools and school systems to adapt programs to local needs, while at the same time meeting the requirements of the core curriculum.

2. The policy environment in the field of special education is such that schools are mandated to provide programs and services for handicapped students in the least restrictive settings. "Integration" is probably the word that best describes what is happening in special education in Saskatchewan schools.

3. The current emphasis in the field of education on effective schools and on the instructional leadership role of the principal is having an effect upon Saskatchewan schools and principals.

4. Changes in the farm economy are causing emigration from rural communities to alternative sources of employment, with the result that many rural schools are experiencing severe enrolment declines. This was found to be particularly true in two of the seven rural communities in the Last Mountain School Division.

5. The belief in equality of opportunity for all citizens regardless of race, ethnic origin, gender, or creed is becoming more pervasive and more accepted in Canadian society. This change in values and beliefs is being manifest in many ways. In the Last Mountain School Division it will have an important impact on what future provisions are made for integrating native

and white education.

The study team also identified numerous internal factors which indicated a need for preservation or a need for change. The team found that the school system possessed a number of strengths that needed to be highlighted, nurtured and used to advantage in future operations. These strengths included an effective board and administrative staff, generally competent teachers, a strong system commitment to professional development and to special education, and a fairly good relationship with the native community.

Internal factors that pointed to a need for change can be summarized as they relate to three respondent groups in the study. The first group consists of the board of education, the local boards of trustees, the director of education and the assistant director. The second group consists of the principals, teachers and students, and the third group consists of the public.

With regard to the first group, the study team found that although the board and directors worked together as an effective team, they tended to deal with issues in a manner that Whetten (1981) describes as being conservative and comfortable rather than innovative and reformative. Manifestation of this included heavy reliance on existing policy or "programmed" decision-making, control over channels of communication, avoidance of contact with the public or schools except for trouble-shooting, and in the case of two communities, ineffective liaison with the local board of trustees.

The analysis of internal factors at the school level, that is those factors arising out of the concerns of principals, teachers and students revealed that changes were needed in supervision practices, staff

utilization, program planning, instructional practices, decision making and in the case of two schools, in school climate. Teachers wanted supervision; they indicated that the amount of it they received was insufficient; they stated the principal had to be the major actor in the provision of supervision; they identified improvement of instruction and of pupil achievement as the major objects of supervision, and they did not worry too much about separating supervision for instructional purposes from supervision for administrative purposes. In general, the findings called for a redefinition of the instructional leadership role of the principal. With regard to staff utilization, teachers were concerned about more effective utilization of resource teachers, paraprofessionals and library staff. Generally, school staffs were eager to implement the curriculum reforms planned by the province, but they recognized the need for inservice programs, and the need for guidance with respect to curricular emphasis and local options. On the instructional side, teachers had concerns about adequacy of preparation time and about working in multigraded classrooms. All schools were interested in school improvement, in defining reasonable learning expectations for students, and in creating and maintaining suitable school climate. The degree of concern or importance relative to these factors varied significantly from school to school. For example, discipline and school climate in two schools required more attention than in the other schools. Finally, teachers indicated that the principals and directors needed to devote greater attention to the structures and processes used in decision making and to the involvement of teachers in these structures and processes.

The most significant internal factor affecting the public as a group was found to be lack of knowledge about school board operations. There appeared to be insufficient mechanisms in place for generating public awareness, or perhaps insufficient use on the part of both the public and the board, of the mechanisms that did exist. The degree of public awareness and the amount of public participation did differ from community to community. The factor was judged to be critically important since any future changes which the school board hopes to undertake will be very much influenced by public awareness, understanding and support.

The analysis of external and internal factors recounted above enabled the study team to make 68 recommendations about future directions for the Last Mountain School Division. Many recommendations dealt with educational concerns such as school programs, school climate, instruction and supervision. Other recommendations addressed the leadership roles of board members, local trustees, principals, director and assistant director. Suggestions were made about how the board and administrative staff could improve visibility and communications among all components of the school system so that there could be more meaningful involvement in future developments. Attention was also drawn to maintaining and capitalizing on the strengths of the school system. School closure was advocated in one case and the continued operation of a small school in another case. Finally, a rather bold recommendation was made to construct a public school on one of the Indian reserves and to integrate the white students, who were in the minority, into this school.

Integration as the final step in the strategic planning process involves

synthesizing what was learned from the external and internal analyses in order to provide leadership and to make changes in the school system. Often conditions are favourable to making some changes immediately. For example, Last Mountain School Division has moved on improving school climate, on improving communications, and on making curriculum changes. Some school board members are reported to be feeling threatened by the changes, as are some principals. Both change theory and experience indicate that this result is not unexpected, and that is becomes a mediating variable affecting the rate and extent of change. Other changes take a long time to occur. Some changes that were recommended (and anticipated as being inevitable) in planning studies done as long as nine years ago are only now taking place. In the Last Mountain study, it is very likely that if the recommendation about integrating white students into an Indian school is accepted, the implementation will not be quick or easy. Whether integration happens over a short term or a long term depends on many variables. School systems that do their planning on the basis of analyzing the external environment and the internal context should benefit from a better understanding of the nature of required changes and a better appreciation of the factors that will facilitate or impede these changes.

Discussion

The experience of the writers in working through the Saskatchewan Educational Leadership Unit supports Whetten's (1981) contention that schools are moving from closed, rational systems where administrators were problem

solvers to open, political systems where administrators are dilemma managers. Tichy's (1980) political trigger is also prominent because problems of allocating power and resources abound. The technical problems in terms of the quality of education in rural areas and cultural challenges related to beliefs of stakeholders for native education, special education, co-curricular programs, health education and various other areas, led the writers to consider Tichy's concept of political, technical and cultural dilemmas as useful in understanding rural school contexts. We would also add economic conditions and demographic shifts as underlying factors.

The school effectiveness literature provides a useful guide in doing internal analyses and the combination of quantitative and qualitative data adds to the credibility of findings. Sackney (1990) reported, for example, that most school audits reveal high expectations for learning, adequate programs, teacher willingness to provide extra help to students, strong support for schools and teachers, concerns regarding lack of caring on the part of teachers, students' wishes for more variety of teaching methods, lack of student involvement in decision making and criticisms about discipline. The point is that the profiles of schools developed from the data are considered to be meaningful and credible by rural people. Another outcome of internal analyses is that rural schools, even within the same jurisdiction, vary much more than the researchers expected they would.

Little is accomplished unless external and internal analyses are integrated to provide for school improvement. In our studies we have noted that the change manager at times has to be a builder of coalitions, at times a rational problem solver, at times an ideological leader and at times all

three simultaneously as described by Tichy (1980). Our findings support Tichy's observation that political, technical and cultural dilemmas interact as each has cycles of peaks and valleys. Leadership of the highest calibre is called for as rural school-community contexts become increasingly complex. The model of leadership which best captures what the authors have learned is that used by Hallinger, Bickman and Davis (1989) and developed in the Far West Lab. In this model, instructional leadership is seen as both a dependent and an independent variable in school improvement. The leader is influenced by the community and organizational contexts as well as by personal experiences and beliefs. The leader, in turn shapes the school's climate and organization to affect student learning. The Far West model illustrates much of what has been learned from work with rural schools in Saskatchewan. Our experience dramatically demonstrates the impact of system and community contexts on school leaders. We also must emphasize the importance of the provincial context in terms of politics, financial support for schools and program initiatives. In the Saskatchewan context the instructional leadership role of principals is severely constrained by the fact that most have heavy teaching responsibilities. While teaching provides opportunity for direct impact on student learning and for modelling effective teaching strategies, it leaves too little time for integrating external and internal analyses and for orchestrating change processes. Chief executive officers are similarly overloaded. These realizations led the researchers to agree with Crandall, Eiseman and Louis (1986) who doubt that the school is the most appropriate unit for change. We have found, in fact, that rural jurisdictions required external support, such as that provided by a

leadership unit, if they are to have an adequate data base and the human resources to manage change processes effectively.

The strategic planning model and the general critical approach which has guided our work have been useful. Many aspects of rural school contexts are "nonrational" meaning that external consultants have to be very sensitive to political and emotional issues. By surfacing and discussing all factors affecting rural schools, the writers believe that they have added to the understanding that people have of contextual variables and to their resolve to take action in the best interests of rural students.

References

Archer, J.H. (1980). Saskatchewan history. Saskatoon: Western Producer Prairie Books.

Baldridge, V., & Burnham, R. (1975). Organizational innovation: Individual organization and environmental impact. Administrative Science Quarterly, 20, 165-175.

Bennis, W., & Nanus, B. (1985). Leaders. New York: Harper & Row.

Blanchard, K., Zigarmi, D., & Zigarmi, P. (1987). Situational leadership: Different strokes for different folks. Principal, 66(4), 12-16.

Boyd, W.L., Immegart, G.L. (1977). Educational innovation, socio-political culture, and depressed rural communities. The Journal of Educational Administration, 15(1), 49-66.

Carr, W., & Kemmis, S. (1986). Becoming critical: Education, knowledge and action research. London: The Falmer Press.

Crandall, D.P., Eiseman, J.W., & Louis, S.K. (1986). Strategic planning issues that bear on the success of school improvement efforts. Educational Administration Quarterly, 22(3), 21-53.

Corbett, D., & Rossman, G. (1986). Fanfare and failure: Pathways to implementing change. Paper delivered at American Educational Research Association, San Francisco.

Dibski, D.J., Newton, E.E., & Sackney, L.E. (1988). Directions for the 1990's: A planning study of the Last Mountain School Division #29. Saskatoon, SK: University of Saskatchewan, Saskatchewan Educational Leadership Unit.

Edmonds, R.E. (1982). On school improvement: A conversation with Ronald Edmonds. Educational Leadership, 45(5), 24-29.

Fullan, M. (1982). The meaning of educational change. Toronto: OISE Press.

Greenfield, W. (1987). Moral imagination and interpersonal competence: Antecedents to instructional leadership. In W. Greenfield (Ed.), Instructional leadership: Concepts, issues and controversy, (pp. 56-73). Toronto: Allyn & Bacon.

Hallinger, P., Bickman, L., & Davis, K. (1989, March). What makes a difference? School context, principal, leadership, and student achievement. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Henchey, N. (1977). The future of Quebec: Alternate scenarios. McGill Journal of Education, 12(1), 17-28

House, E. (1981) Three perspectives on innovation: Technological, political and cultural. In R. Lehming & M. Kane (Eds.), Improving schools-Using what we know (pp.17-41). London: Sage Publications.

Mortimer, P., & Sammons, P. (1987). New evidence on effective elementary schools. Educational Leadership, 45(1), 4-8.

Newton, E. (1987, April). Change in small rural schools. Paper presented at the Annual Meeting of the Educational Research Association, Washington, DC.

Ogawa, R., & Bossert, S. (1989, March). Leadership as an organizational quality. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco.

Patterson, J.L., Purkey, S.C., & Parker, J.V. (1986). Productive school systems for a nonrational world. Alexandria, VA: ASCD.

Purkey, S.C., & Smith, M.S. (1983). Effective schools: A review. The Elementary School Journal, 83(4), 427-452.

Reichart, C.S., & Cook, T.D. (1979). Beyond qualitative versus quantitative methods. In T.D. Cook & C.S. Reichart (Eds.), Qualitative and quantitative methods in evaluation research (pp.7-32). Beverly Hills, CA: Sage.

Sackney, L.E., & Wilson, K.A. (1987). Alternative rural school improvement models: Development and cultural perspectives. Paper presented at the annual meeting of the Canadian Association for the Study of Educational Administration, Hamilton, Ontario. (ERIC Document Reproduction Service No. ED 288671).

Sackney, L.E. (1989). The Saskatchewan Educational Leadership Unit. CEIN News, 1(1), 6-9.

Sackney, L.E. (1990, January). School renewal and school audit. A paper prepared for the International Congress for Effective Schools, Jerusalem.

Saskatchewan Education. (1981). Rural education: Options for the '80's. A discussion paper prepared by Saskatchewan Education, Regina, SK.

Saskatchewan Education. (1983). A planning study for the Sturgis School Division. Regina, SK: Author.

Saskatchewan Education. (1984). Directions report. Minister's Advisory Committee on Curriculum and Instruction Review, Regina, SK: Author.

Saskatchewan Education. (1988). Understanding the common essential learnings. Regina, SK: Author.

Sergiovanni, T.J. (1984). Leadership and excellence in schooling. Educational Leadership, 41(5), 4-13.

Tichy, N. (1980). Problem cycles in organizations and the management of change. In J. Kimberly & R. Miles (Eds.), The organizational life cycle (pp. 164-183). Ann Arbor, MI: J. Wiley & Sons.

Whetten, D. (1981). Organizational responses to scarcity. Educational Administration Quarterly, 17(3), 80-97.

Worth, W.H. (1972). A choice of futures: A future of choices. Edmonton, AB: Queen's Printer for the Province of Alberta.

Zolkavich, J. (1989). Some facts and figures: A survey of Saskatchewan school divisions. Unpublished report, Saskatchewan Valley School Division, No. 49, Warman, SK.